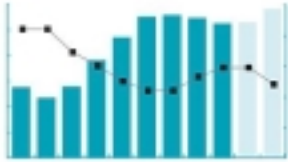


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Self-directed learning in adult education

Some successful models

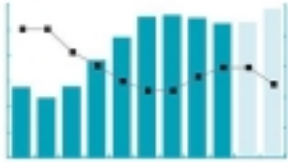


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Models Presented

- Learning Region Cham: “L-Points“
- The LOT-House
- Counselling of Learning (CoL)
- The Open University
- Integration of Gender Mainstreaming

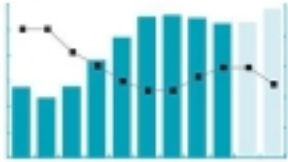


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Learning Region Cham: "L-Points"

- New learners in new places
- Rural area as a challenge
- General aims of the programme
- Subproject: "L-Points"
- Characteristics and Perspectives
- Practical examples

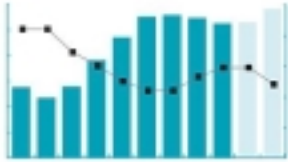


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New Learners in New Places

- Focus on actual needs of the “customers” and personal circumstances of the learners
- Programme “**Learning Regions – Providing Support for Networks**” launched by the German Federal Ministry of Education and Research (2001)
- Aim:
ensure employability, support SMEs, support regional development and
achieve sustainable partnerships

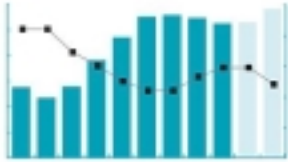


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Rural Area as a Challenge

- Inhabitants of small village communities are traditionally unable to access educational services close to where they live
- Educational offers for adults are seldom seen as part of life in the community as a whole
 - Traditionally, providers of educational services anticipate potential educational requirements in a half-yearly rhythm, and put their educational catalogues on the market accordingly
 - In most cases: all the courses are fixed in terms of place and time
 - Shortages of teachers and premises make it impossible to introduce greater flexibility

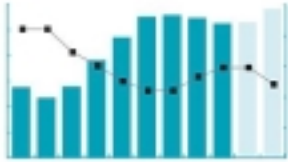


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General Aims

- To promote and encourage for lifelong learning and possible forms of self-directed learning
- Learning should be made more popular and be regarded as a necessary function. An overall teaching network has been developed to help people cope with modern life in work and with the media, including all areas of
 - Education
 - Training
 - Learning



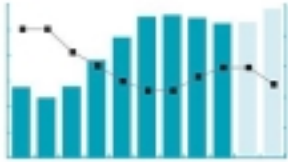
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L-Points (= learn-serice-point, or learn-advisory service)

- Empower new learners
- Provide them with new learning locations by offering time variable learn-packages provided by institutional training networks



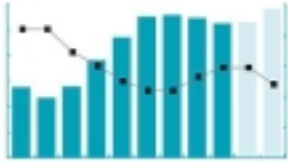


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Focus on Actual Requirements



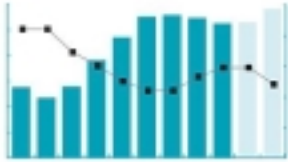


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L-point advisers at 35 L-points

- 35 L-points in Cham Rural District
- L-point advisers
 - Well-prepared for their tasks
 - Start with formulating customer requirements
 - Have a good overview of their community's needs, and are familiar with educational provision at regional level, as well as with the relevant interfaces in the Cham Learning Region network

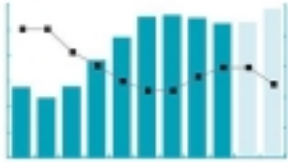


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L-Points: Characteristics

- The L-points help local inhabitants to plan their personal learning strategies, and to choose among suitable courses
- Decentralization of different kinds of education; enhanced educational presence in local communities; lasting improvement of quality of all educational services
- Respective marketing and dissemination



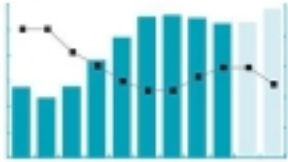
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Three main issues

- Sustainable system of competent education
- Establishment of a flexible routine of empowering learners in this region
- Support of self-organised groups of learners

This is only made possible through the development of a learning system without barriers. The learners themselves are able to make decisions about what their learning capabilities are and what they want to learn.

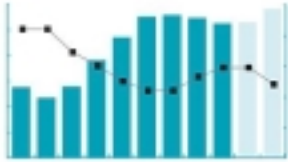


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Perspectives

The implementation of this concept is a possibility of establishing a lasting educational culture in local communities as well as the development of self-sustaining dynamics in the spirit of “lifelong learning“

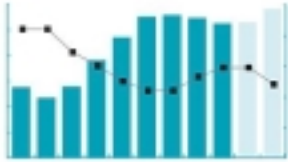


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Examples

- Individualised computer courses
- Self-organised computer courses for groups of women
- Rooms of sports clubs used for computer and language courses
- Public schools open for evening courses
- Establishment of “round tables“ for English conversation courses



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The "LOT- House" (= learning, orienting, doing)

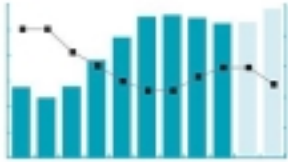
■ Organisation

- Aims and Purposes
- Structure of the LOT-House
- The Guides

■ Specifics

- Diagnostic approach
- Learners' personal development
- Theoretical background



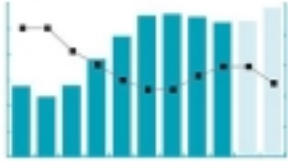


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Aims and Purposes: Working in Different Learning Zones

- Empowering unemployed and socially disadvantaged people
- Developing the students' competences by making a combined offer of qualification and orientation
 - Heterogeneous groups of students
 - Individualised qualification employing a varied set of learning tools and methods
 - Developing and increasing their qualification, personal and social skills and active competence
 - Work in different "learning zones"

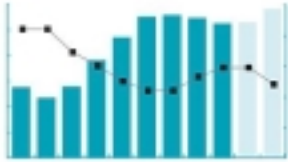


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Structure of the LOT-House

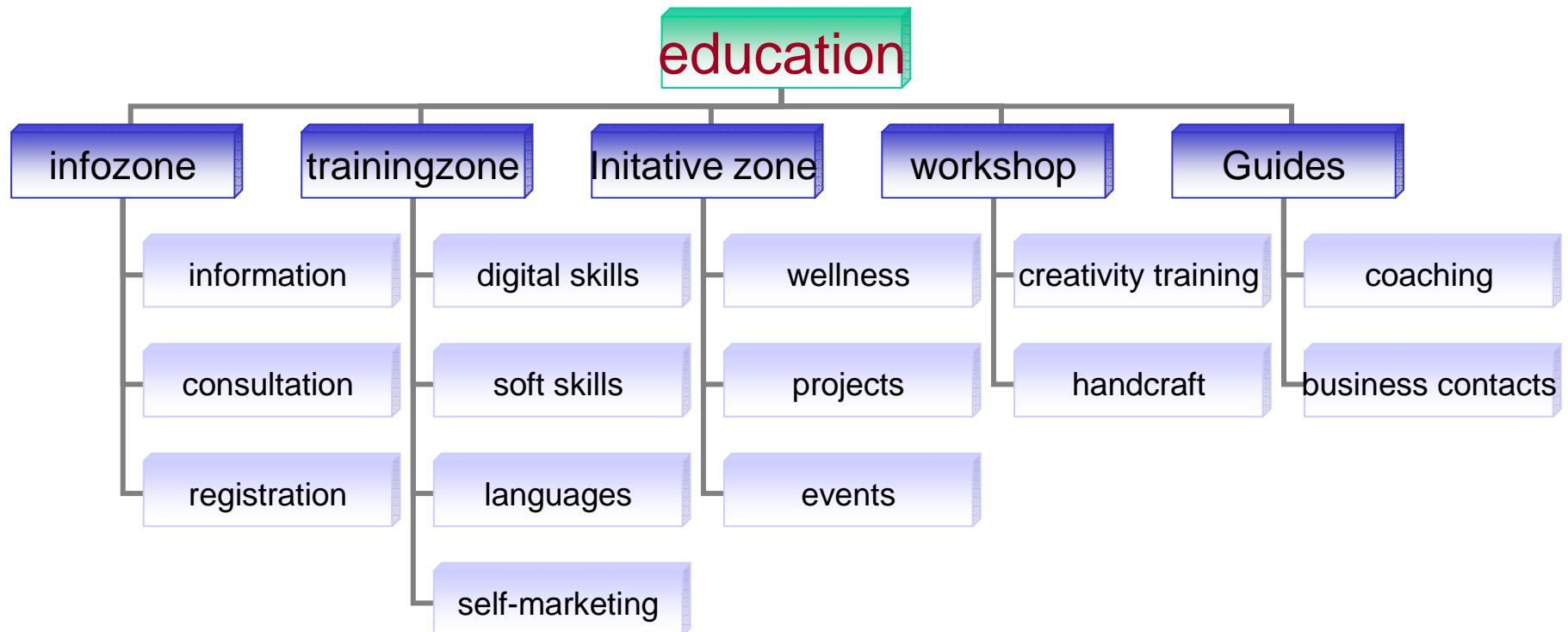
- In order to make an ideal offer of suitable learning instruments and methods in qualification and orientation, students at the LOT-House are given the chance to learn and work in different learning zones that were thematically distinguished from each other

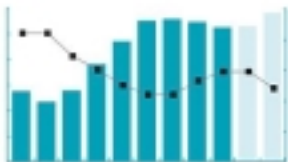


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Zones



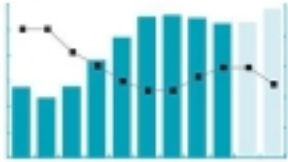


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Info Zone

- Registration
- Information
- Counselling on Learning
- Surfstation
- E-Learning
- Job orientation

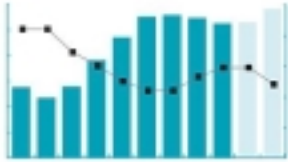


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Course Zone

- Students are offered to take part at a variety of courses
 - Computer skills
 - Time management
 - Languages
 - Self presentation
- Self-organized groups of learners; students partly offer and lead courses themselves
- Rooms for flexible use, atmosphere of “wellbeing“

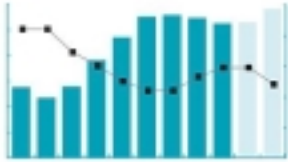


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Workshop Zone

- Training on creative skills
- Recognition of practical “real-life” qualification
- Overcome negative learning experience
- Tutor system
- Reflection on behavioural patterns

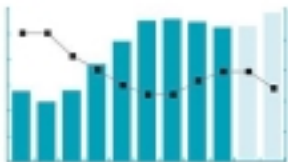


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Initiative Zone

- No local limits
- Improvement of social, communicative, organizational skills
- “Exchange Circles“
- Networking

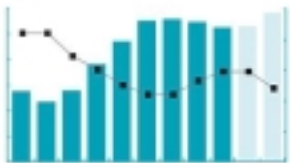


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The Guides

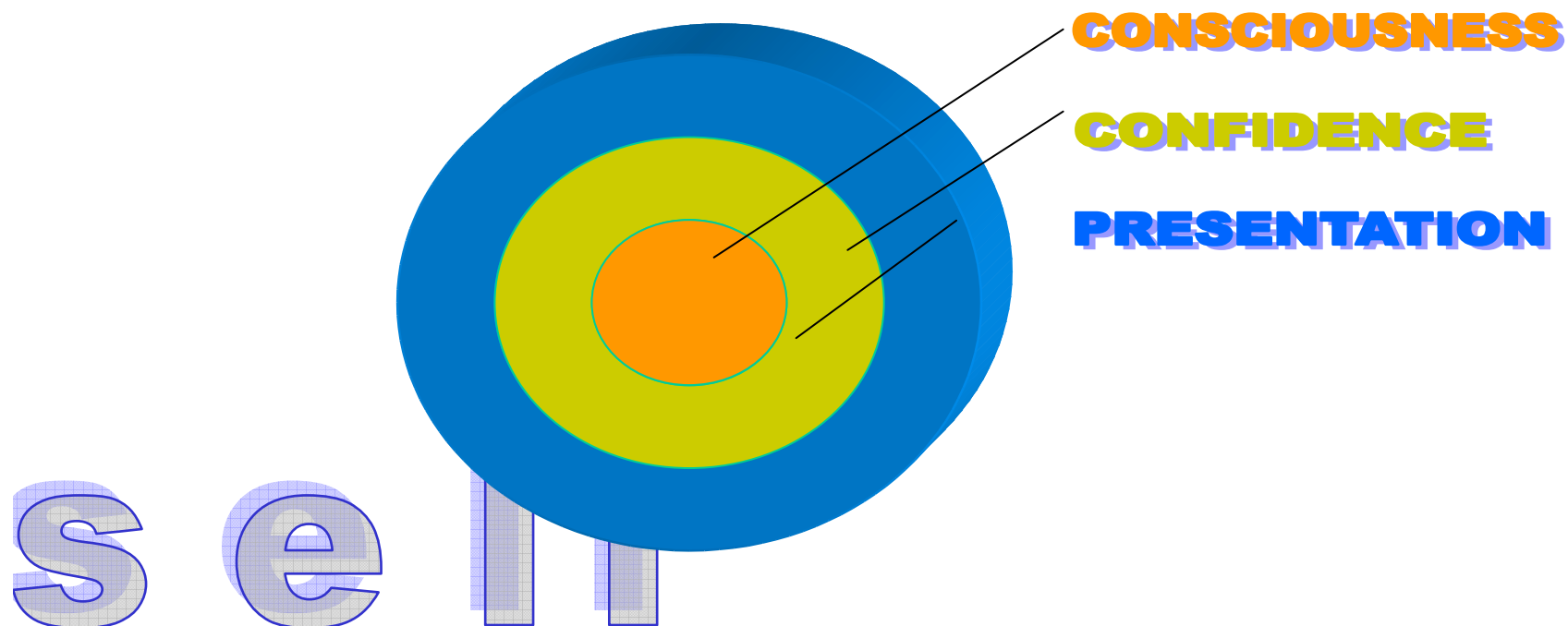
- Individual coaching
- Guidance through zones and courses
- Link to job market and potential employers
- Transfer of “language of employers“

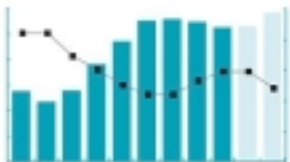


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Diagnostic Approach





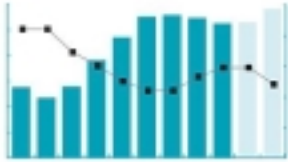
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Learners' personal development

- Self-esteem
- Self-competence
- Presentation



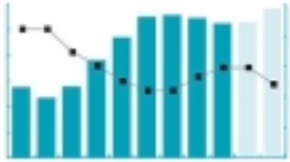


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That's Me

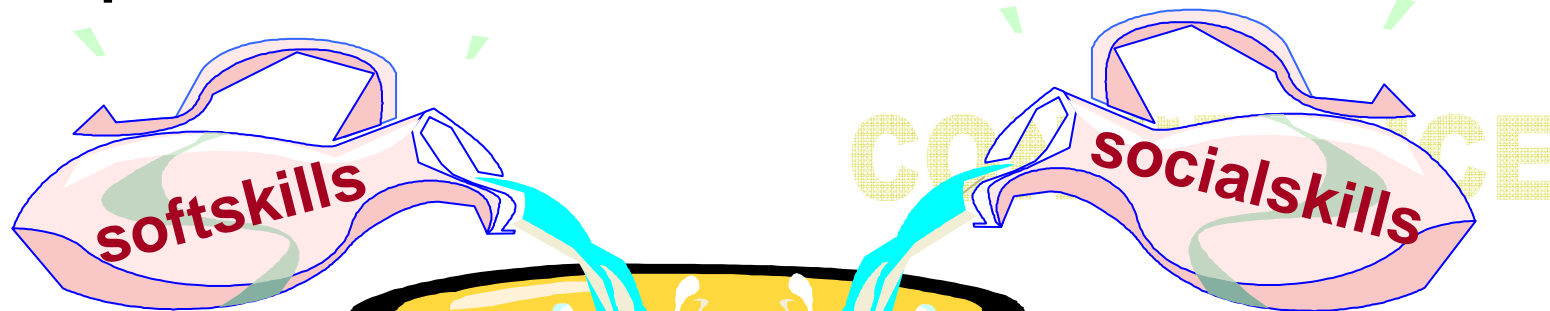




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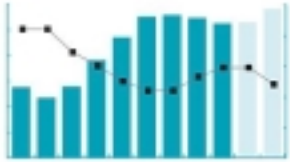


Competences



- how do I communicate
- how do I manage failure
- how do I deal with success

- me as a leader
- me as a guided person
- me as a teamplayer
- how do I deal with criticism



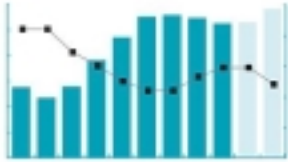
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Presentation Techniques

A 3D-rendered stage set. A red curtain hangs across the top. Two blue pillars support the stage. On the left pillar, a colorful mask is hanging. A large, semi-transparent blue circle is on the left side of the stage, containing the word "self" in a stylized font. The word "PRESENT" is written in large, blue, semi-transparent letters across the center of the stage. A list of presentation techniques is displayed on the right side of the stage.

body language
rhetoric
application papers
selfmarketing
image
styling
voice

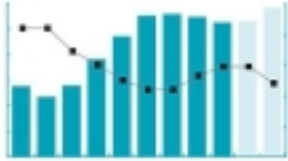


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Theoretical Background of our Methods





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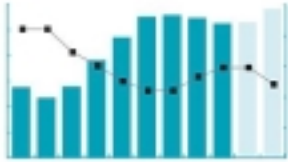


Counselling of Learning (COL)

- Principles of SDL & methods for different target groups

“Under which conditions can learners make use of their learning potentials in the best way and experience learning as an advantage?”

Marita Kemper and Rosemarie Klein (1998)

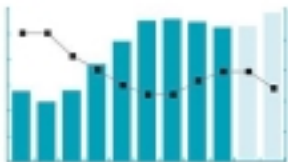


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Principles of orientation

- Orientation on the participants = didactic principle (share of responsibility)
- Biography as a basis of self-organisation/biographical continuity
- Focus on competences
- Importance of reflection
- Participation (transparency and interaction)
- *Process* as principle
- Learners' interests instead of "pedagogy of needs"

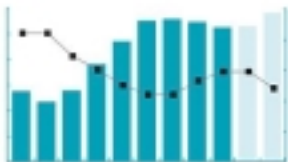


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Important Elements

- Learning diary
- Learning conference

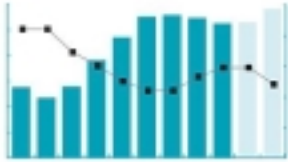


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The Open University

- General information
- “Traditional Courses“
- Online Courses

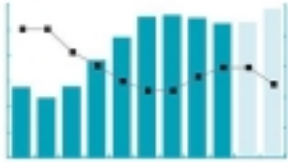


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General Information

- Most students aged 18 or older
- No previous qualification required, but literacy necessary
- Possibility of graduating (e.g. BA)
- Courses free for people with low income

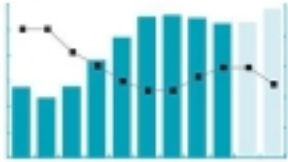


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“Traditional Courses”

- Majority of learning material supplied by post
- Every student assigned a tutor (certain amount of contact hours)
- Communication mostly via phone and e-mail
- Sometimes meetings in a study centre or at student's home

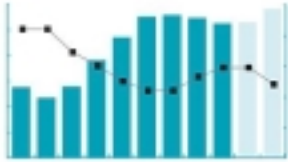


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Online Courses

- Optional face-to-face tutorials sometimes at beginning of a course
- Material delivered via internet
- Electronic contact with fellow students; virtual conferencing
- Interaction is voluntary
- Essential role of feedback on assignments (“conversation“ with student)



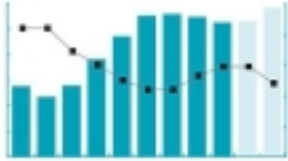
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Integration of Gender Mainstreaming

- Ideas and approaches suggested by

TELEHAUS WETTER

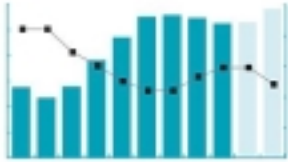


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Women learn differently – Men too ...

- In lifelong learning GENDER issues play an important role. This concerns the
 - Access to learning and training offers
 - Balance of work and family life
 - Strategies of learning
 - Valuation of success
 - Motivation to learn
 - “Language”

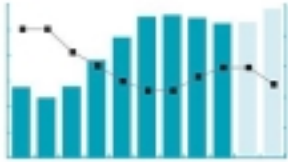


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Example

- Imagine you are new in a town and ask somebody for the way to the school ...
 - A woman will probably answer via LANDMARKS, i.e.
“Down the hill, right at the crossways, opposite the blue house ...”
 - A man will more probably answer via METRIC particulars, i.e.
“Keep straight on for 500 metres, turn right in an acute angle, keep straight on for another 300 metres ...”



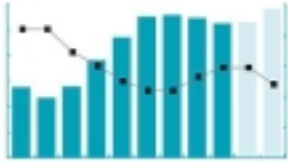
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The Integration of a Gender Perspective

- Both answers will probably guide you to the school, but...
 - If you are a man getting the female advice you might think: “What exactly was meant by ‘blue’...?”
 - If you are a woman getting the male advice, you might think about: “How many steps fit to 500 metres ...?”
- If our counselling and communication techniques go hand in hand with respective “gender language“, it is definitely easier to ...
 - understand, remember, reproduce, succeed ...





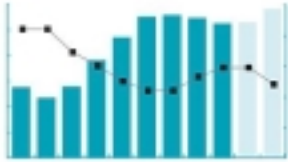
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Empowerment via Gender Mainstreaming

- Research from all over the world has shown that gender inequality tends to slow economic growth and makes fighting poverty more difficult.
- Gender policies contribute to employment and economic growth, gender equality is essential for progress. The implementation of Gender Mainstreaming is one of the central aims of the European Union.
- In the European Union, three quarters of new jobs created in the last five years have been taken by women, but the persistence of gender gaps underlines that much more can be done to improve the productive potential of civil society*.
- In particular, poor work-life balance still drives (predominately female) workers out of the labour market and negatively interferes with access to vocational training.

* REPORT FROM THE COMMISSION TO THE COUNCIL, THE EUROPEAN PARLIAMENT, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS on equality between women and men - 2006

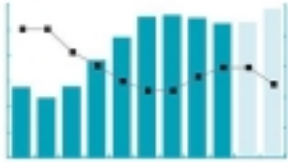


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Lifelong learning is GENDER-based ...

- Focusing on specific contributions to the policy of gender equality, TELEHAUS WETTER has, for many years, been offering vocational training and seminars targeted at specific needs of women:
 - “*Back to Job*” for women returners
 - “*Business Know How via E-Learning*” (targeted at entrepreneurs)
 - “*ICT-Networking*” for managers & country women
 - “*Vocational Orientation*” for girls
 - ...

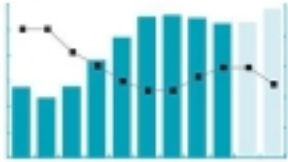


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Empowerment via SDL : Motivation to Learn

- Our experience has shown, that SDL proves its value. Especially concerning a wide range of gender related aspects of training processes:
 - Motivation to learn
Our understanding of SDL guides the participants to take biographical insights as the basis for their learning process and further development. This individualized approach mobilises female interests and strengths in particular. A social and interactive form of learning focuses on gender roles and increases individual competences.



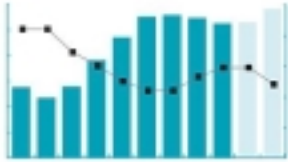
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Empowerment via SDL : Learning Strategy

- Gender segregations in the EU labour markets have hardly changed in the last few years, staying at around 25% for occupational segregation and 18% for sectoral segregation*.
- Women dominate in sectors such as health care & social services, education, public administration & retailing, while a disproportionate number of men work as technicians, engineers, finance professionals & managers.
- Strategy of learning
Supported by respective guidance and a selected variety of methods, SDL contains individual learning strategies and metacognitions. It reduces gender-based barriers and promotes the individual potentials of taking responsibility for the learning process (for both, women and men).

* Report from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions - Report on equality between women and men, 2004

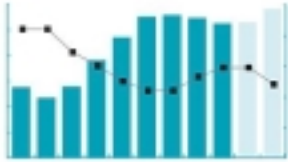


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Empowerment via SDL : Access to Training

- Women still do the majority work in the home and for the family*. – Inequality of work-life-balance
- Educational offers and training provision have not sufficiently reacted to this fact. Thus, womens' educational chances and opportunities to take up occupations that are comparable to average occupations of men are still limited.
- SDL facilitates the access to learning and training offers. SDL is open for flexible time frames and a variety of learning places.

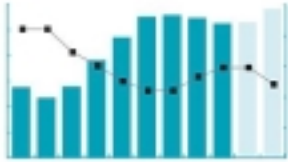


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Empowerment via SDL : Gender Mainstreaming

- TELEHAUS WETTER offers gender trainings and seminars targeted at the needs of specific target groups and organizations:
 - *“Gender Mainstreaming in Every Day Work”*,
 - *“Gender Sensitisation for Teachers and Trainers”*,
 - *“Integration of Gender Mainstreaming into Project Development”*,
 - *“Networking Approaches promoting Gender Oriented Job Placement Activities and Trainings”*
 - ...

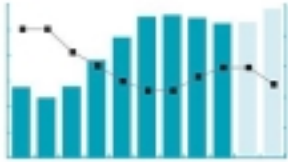


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3-Level-Gender Training

- The promotion of equality between women and men implies changes for both women and men. Therefore it is essential that men, as well as women, actively participate in creating new strategies for achieving gender equality.
- The Telehaus Wetter 3-Level-Gender Training focuses on
 - Gender Sensitization
 - Implementation of the Gender Perspective:
Gender Planning & Auditing
 - Networking Approaches Promoting Equal Opportunities
of Women & Men

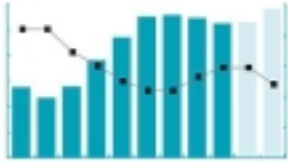


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1. Gender Sensitization

- TW-Training concerning gender sensitization is conceptually based on a mix of biographical work and provision of target group specific data. It aims at:
 - Basic understanding of gender roles & principles of equal treatment
 - Gender Mainstreaming strategy & methods
 - Awareness raising, exchange of experience
 - Access to relevant information and data concerning
 - REPRESENTATION,
 - RESSOURCES and
 - REALITY of daily work



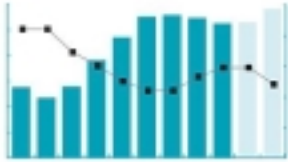
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2. Implementation of the Gender Perspective

- Experience has shown that, in too many cases, various Gender Mainstreaming approaches
 - “evaporate” before actual implementation,
 - slow down after sensitization and
 - remain paper commitments only

- Even some national programmes and initiatives presented by EU member states show reduced visibility and a loss of efficiency and success when it comes to gender issues.

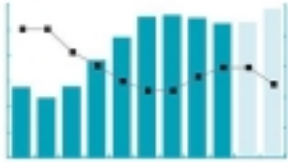


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... 2. Implementation of the Gender Perspective

- To overcome existing barriers, TW-Trainings concerning implementation are conceptually based on developing methods & tools and aim at:
 - Acquisition of methodical skills concerning the development of gender projects
 - Analysis of the specific circumstances of women and men within relevant areas
 - Definition of clear targets, procedures and roles
 - Taking concrete steps to develop and experience methods and tools in support of GM including efficient monitoring

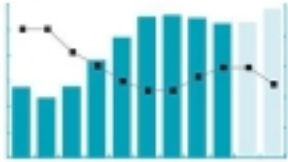


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3. Networking Approaches Promoting Equal Opportunities for Women and Men

- TW-Trainings concerning networking approaches are conceptually based on *partnership* and *dialogue* as key elements of a sustainable implementation of the principle of Gender Mainstreaming.
- Experience has shown that organisations having created networking structures are most successful with an introduction of this policy throughout their institutions and are able to guarantee the most sustainable results.

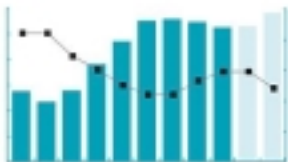


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... 3. Networking Approaches

- The TW-Training on according networking approaches aims at:
 - Developing competences for networking – i.e. personal & social skills, professional & leadership competences based on personal values and attitudes and acquired in concrete situations of responding activities.
 - Widening the spectrum of competences on activity by associating parties concerned at the stages of implementation and evaluation, notably educational facilities, gender equality bodies, local and regional organisations and non-governmental organisations, advisory bodies and local companies.



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Thank you for your attention!